**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 4 Week 3 Story Title: Rocks in His Head**

**Monday**- Use TE DI -22- 1) Preteach Phonics- Prefixes pre, mid, over, out- Write *preheat, & remind students that prefixes are word parts that can be added to the beginning of a base word.* Say: *Pre- is a prefix that means “before”.* Model blending *preheat by covering the prefix & reading the base word. Then uncover the prefix & read it. Blend & read preheat, & then have students blend it together*. Repeat with midnight, overcook, & outrun as examples of words with prefixes mid (in the middle of), over (too much), & out (better or greater than).2) Preview Decodable Reader 18: *A Pole Bean Tent-* Read/discuss words: Review the words on Decodable Reader pg17; blend the following story words: thumb, carrots, circle, daily, sprout, sprinkling, flowers. Discuss the meaning of the words, too. 3) Preview Decodable Reader 18 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 18 orally to the students for fluency.

**Tuesday**- Use TE DI-14- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: attic, board, chores, customer, labeled, spare, & stamps. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *station* & model how to chunk the word to read it. Say: *I see a chunk at the beginning of the word: sta. I see a chunk at the end of the word: tion. I know that –tion stands for /shen/. I say each chunk slowly: stat ion. I say the chunks fast to make a whole word: station. Is it a real word? Yes, I know the word is station.* Continue with words: quarries, usually, automobiles, afford, science, college, & education. 3) Choral/Echo read typed version of Decodable Reader 18 for fluency practice. 4) Highlight Spelling Patterns from Monday’s lesson. 5) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-26, 67, & 69- 1) Target Skill- Generalize- Discuss the meaning & examples from pg TE DI-26 & pg 387. Also discuss clue words: that often signal a generalization: all, most, always, usually, never, everyone. Have students make a general statement about rocks; see TE DI-26. 2) Target Strategy- Prior Knowledge- review pg 60. Also reread pg 69 to review Prior Knowledge. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 18- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 18 - Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.